

Draft

Overview

This document, approved by College Council on XXXX, serves as an annual update to the De Anza College Educational Master Plan 2015-2020.

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Summary of Student Demographics

De Anza College undertakes integrated planning, which includes not only the establishing of goals but also an understanding of key demographics and variables, both internal and external, that affect the college. Key Student Characteristics and Key Data examine trends in student access, success, equity, basic skills and community engagement.

Key Student Characteristics, Fall 2017

- Students from De Anza's service area represent about 16% of the student population.
- 51% of the college's students reside in the city of San Jose, about 12% in Sunnyvale, 5% in Cupertino, and 7% in Santa Clara.
- 46% of students are considered full-time, taking 12 or more units.
- 1,869 international students attend the college.
- 12% of students have already completed a bachelor's degree or higher.
- 50% of students identify as male.

Listing of Key Data

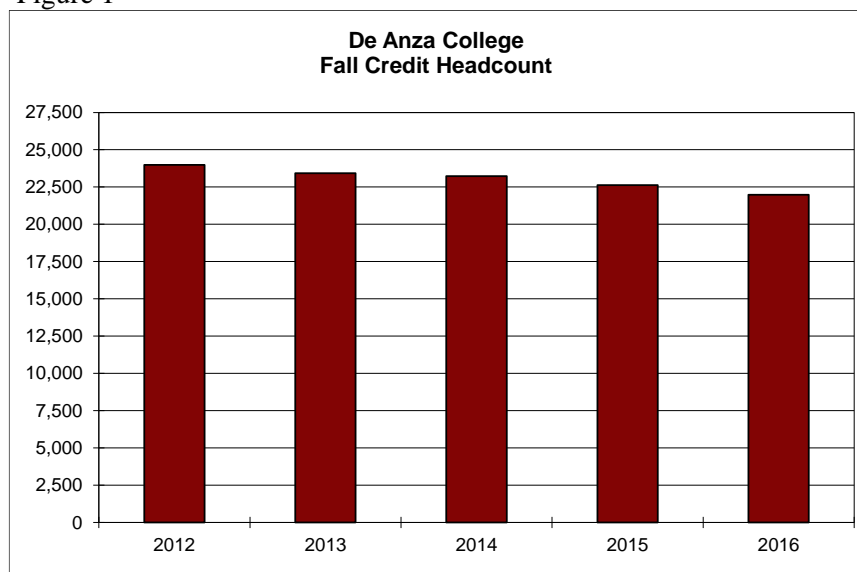
1. Fall Headcount
2. Ethnic Distribution of Students
3. Basic Skills Course Completion Rate – English, Math and ESL*
4. Student Participation in Community/Civic Engagement Courses*
5. Career Technical Education Employment Status*
6. Career Technical Education (Vocational) Completion Rate Rates*
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9. Total Full-time Equivalent Students Enrolled (FTES)*
10. Enrollment of Students Residing in Geographic Locations with Historically Low Participation Rates*
11. Santa Clara County Public High School Graduate Participation Rate
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13. Student Success Scorecard Completion Rate – Prepared and Unprepared Students*
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16. Transfers to Four-Year Colleges
17. Student and Teaching Faculty by Ethnicity
18. Employees by Job Group and Ethnicity

* Institutional Metrics

1. Fall Headcount

Fall headcount decreased by 3% from 2015 to 2016, from 22,620 to 21,978.

Figure 1

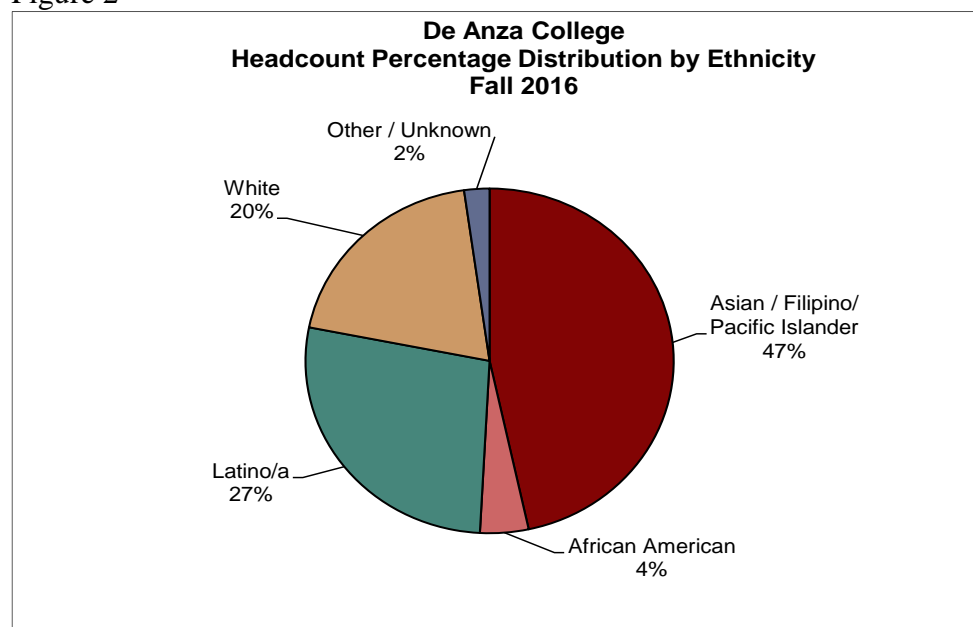


Source: FHDA IR&P

2. Ethnic Distribution of Students

Students identifying as Asian, Filipino or Pacific Islander comprised 47% of the fall 2016 enrollment, a 1 percentage point increase from fall 2015. The Latino/a population comprised 27%, consistent with fall 2015. The African American population remained stable at 4%.

Figure 2

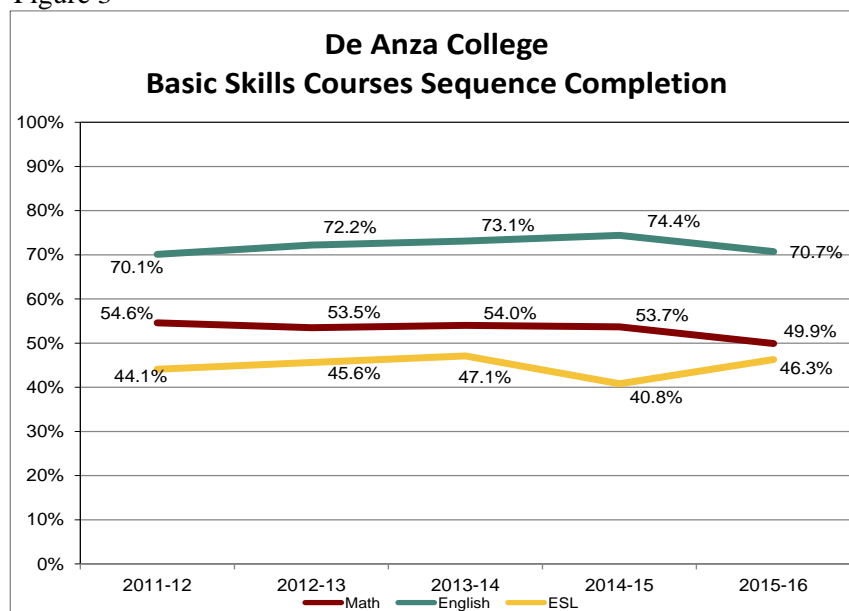


Source: FHDA IR&P

3. Basic Skills Course Sequence Completion Rates – English, Math and ESL*

An institutional metric has been set for each subject, 77% for English, 57% for Math, and 50% for ESL by the year 2020. The current success rate in English is 71%, Math is 50% and ESL is 46%. The basic skills sequence completion rate tracks students from any basic skills level to a transfer level course.

Figure 3

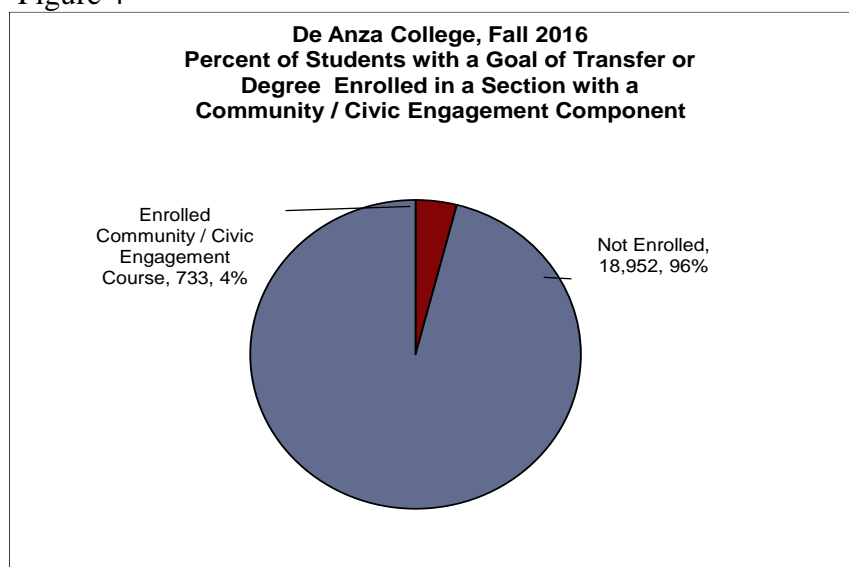


Source: Student Success Scorecard (SSSC) 2016

4. Student Participation in Community/Civic Engagement Courses*

Figure 4 measures attainment of the college's civic engagement goal: to have at least 6% of students seeking transfer, with or without a degree, enrolled in at least one course with a community/civic engagement component by 2020. The figure is currently at 4%.

Figure 4

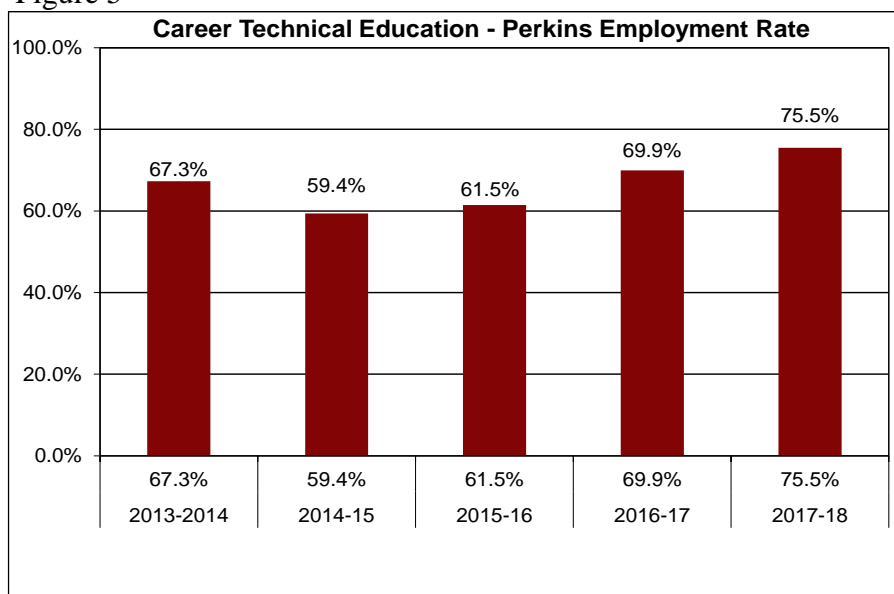


Source: DA IR&P

5. Career Technical Education Employment Status*

The institutional metric is 57% of students who were enrolled in a career technical education program to be employed full-time one year after leaving De Anza. The average full-time employment rate over the past 4 years is 67% and the current rate is 76%.

Figure 5

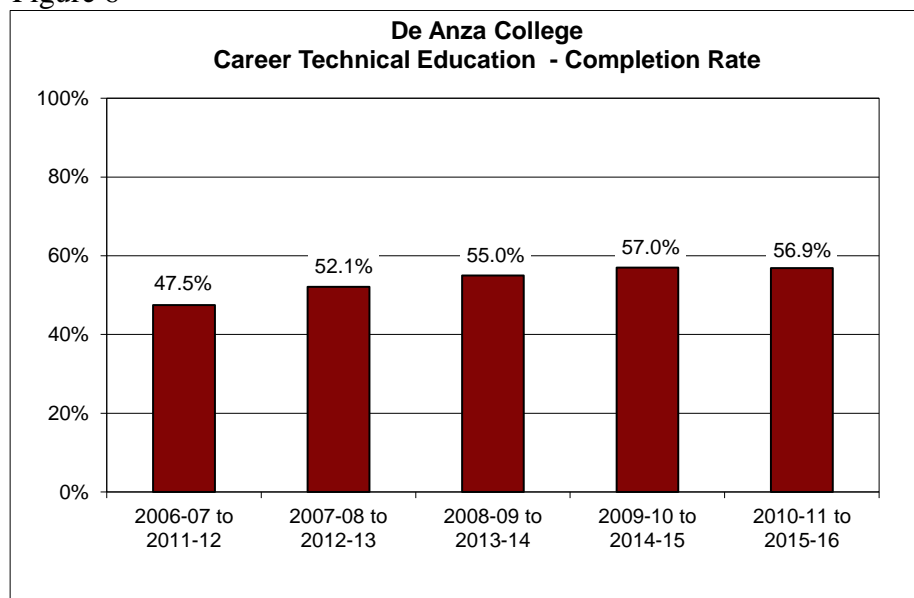


Source: Perkins Core 4 Employment Indicator

6. Career Technical Education Completion Rates*

The Career Technical Education completion rate is set at 58% by 2020. The five year average is 54% and the current rate is 57%.

Figure 6

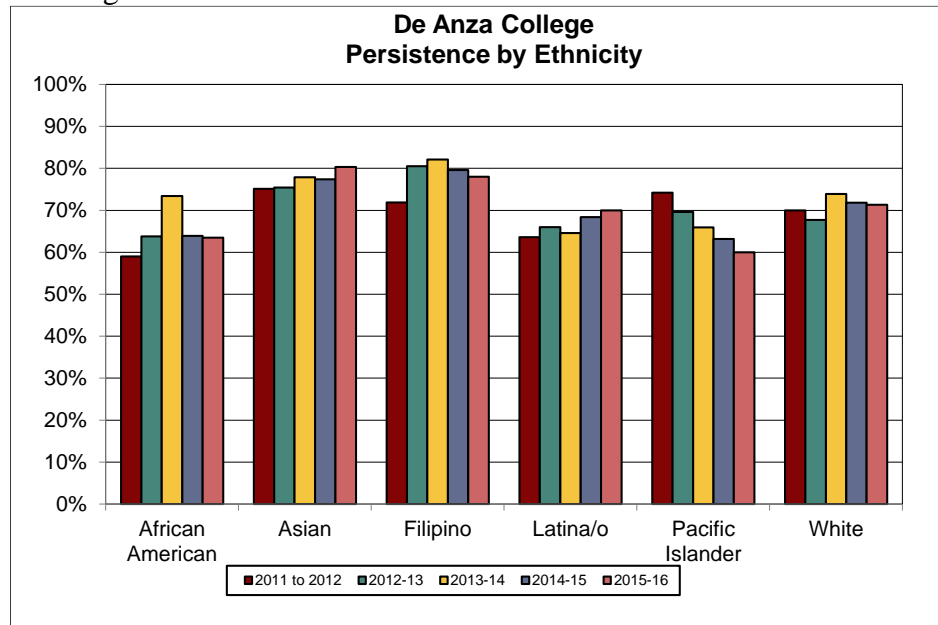


Source: SSSC 2016

7. Persistence by Ethnicity*

There are two metrics for persistence, overall persistence of 75% by 2020 which is the current rate. The second metric is to achieve a persistence rate of no more than 5% difference between targeted and non targeted groups. The current rate for non targeted groups and targeted groups are both at 71%.

Figure 7

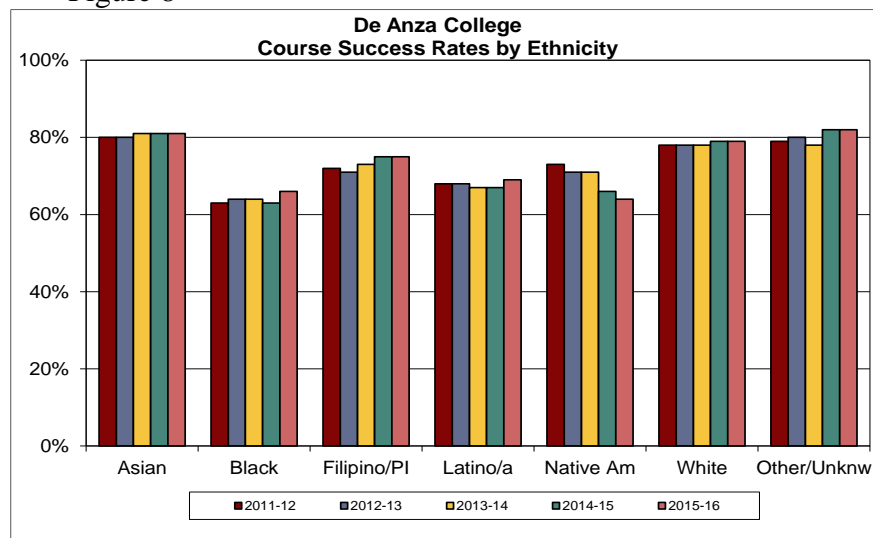


Source: SSSC 2016

8. Annual Course Completion Rate by Ethnicity

The institutional metric is to achieve no more than a 5 percentage point difference between the annual course completion rate for targeted groups and all other groups. The goal for this metric for African American, Latino/a and Filipino students is 72% by 2020. The current rate is at 70%.

Figure 8

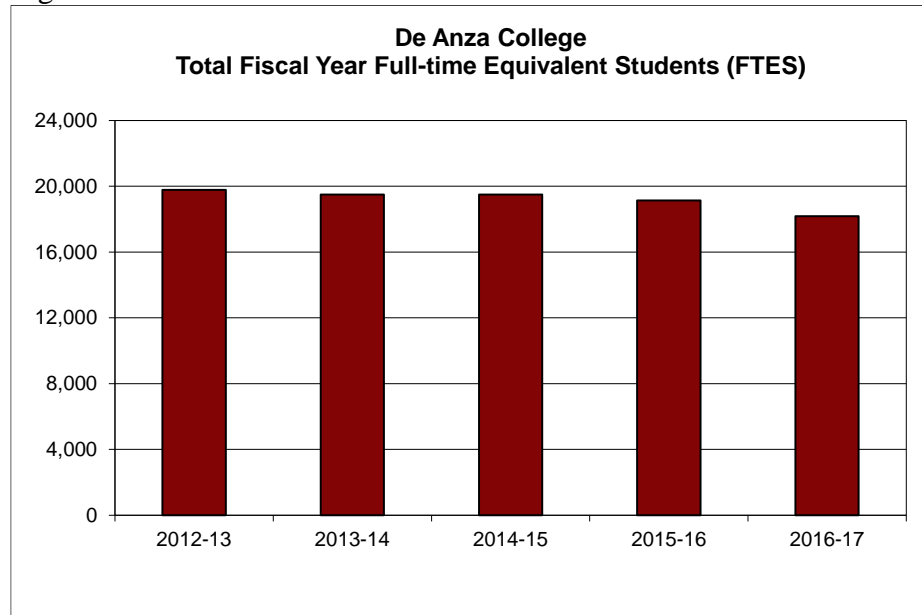


Source: DAIRP

9. Total Full-Time Equivalent Student (FTES) Enrollment*

Full-time equivalent student enrollment decreased from 19,130 in 2015-16 to 18,203 in 2016-17. The institutional metric is for FTES enrollment to increase to 18,500 by 2020.

Figure 9

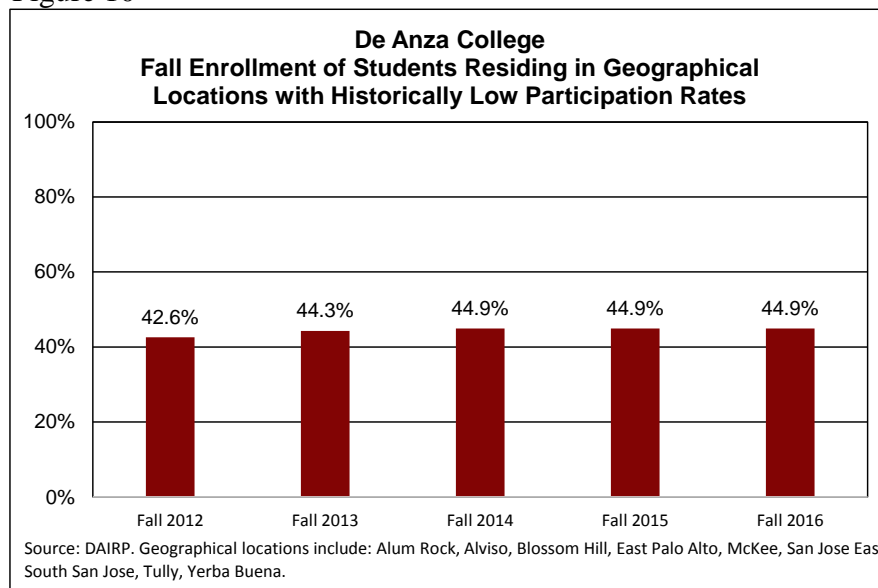


Source: FHDAIRP

10. Students Residing in Geographic Locations with Historically Low Participation Rates*

The institutional metric for outreach is to achieve a fall enrollment of students residing in geographical locations with historically low participation rates will increase to 47%. The current rate is 45% with the five-year average at 44%.

Figure 10



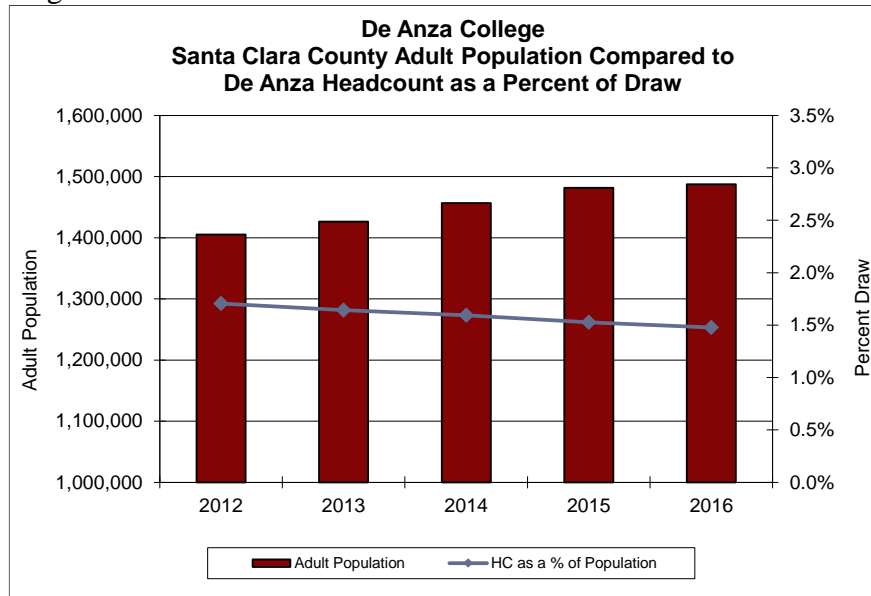
Source: DAIRP. Geographical locations include: Alum Rock, Alviso, Blossom Hill, East Palo Alto, McKee, San Jose East South San Jose, Tully, Yerba Buena.

Source: DAIR&P

11. Santa Clara County Public High School Graduate Participation Rate

De Anza attracted 1.48% of all Santa Clara County adults in fall 2016 as a percentage of student headcount. This rate has decreased from 1.71 over the past 5 years.

Figure 11

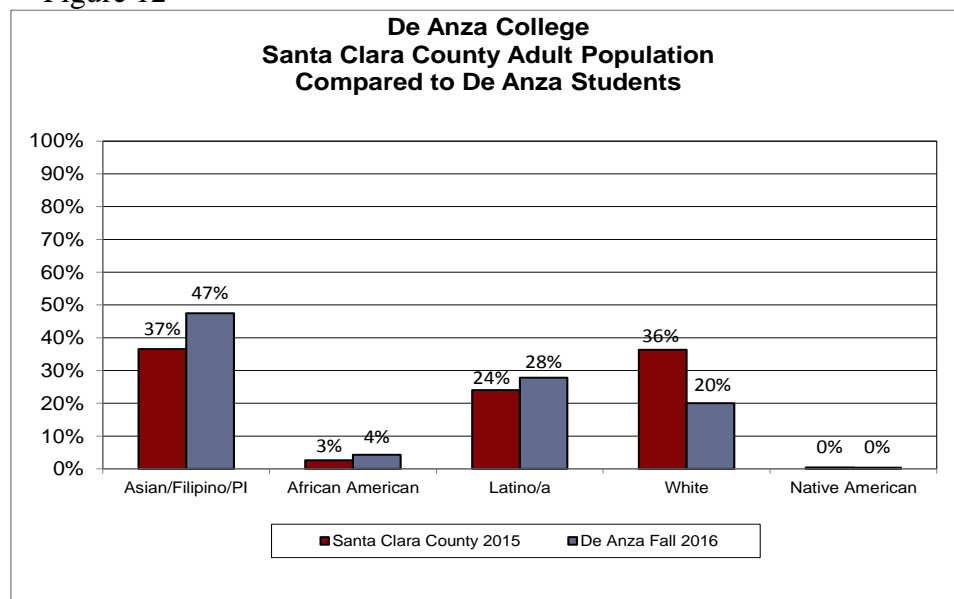


Source: FHDA IR&P and CA Department of Education

12. Santa Clara County Adult Population and De Anza Students by Ethnicity

In 2016, De Anza enrolled a higher rate of Asian, Filipino, and Pacific Islander students, by ten percentage points than represented within the county. African American and Latino/a students were also represented at a higher rate at De Anza than their population in the county.

Figure 12



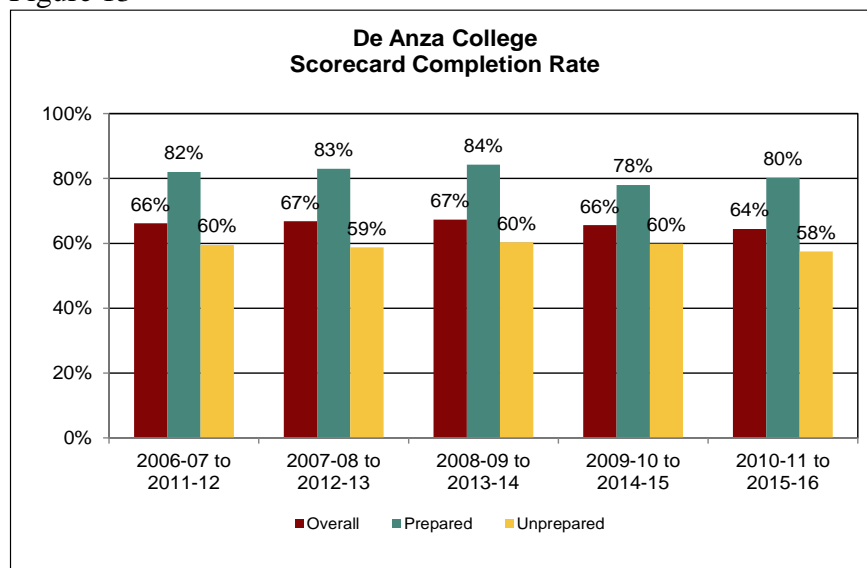
Source: FHDA IR&P and American Community Survey

13. Student Success Scorecard Completion Rate – Prepared and Unprepared Students

The metric for degree/certificate/transfer completion is set at 71% or the highest score in the peer group. The metric is currently at 66% and achieved the peer group high. For prepared students, students who do not take a basic skills course, the metric is set at 89% and is currently at 80%. The

metric for unprepared students, students who took a basic skills course, is set at 62% and currently at 58%.

Figure 13

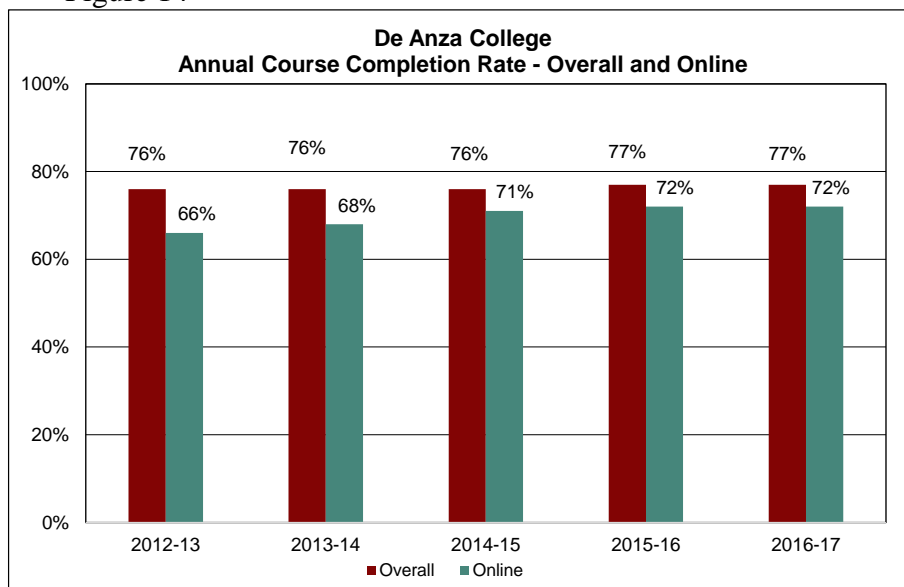


Source: SSSC 2016

14. Annual Course Completion Rate – Overall and Online Courses

The Annual Course Completion rate metric is set at 77%, the five-year average is 76% and the current rate is 77%. The online course metric is set at 75%, the five-year average at 70%, and the current rate is at 72%.

Figure 14

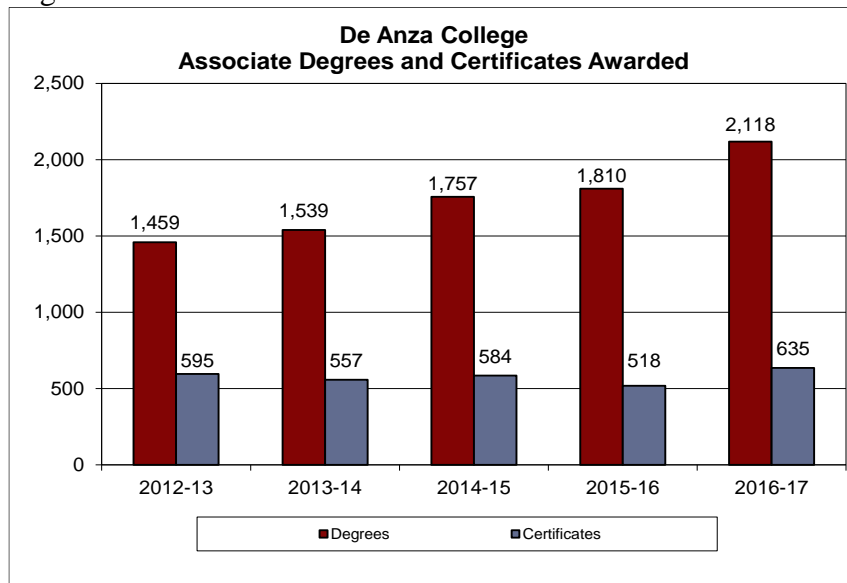


Source: DA IR&P

15. Number of Associate Degrees and Certificates Awarded

Between 2015-16 and 2016-17 the number of degrees awarded increased from 1,810 to 2,118. The number of certificates awarded increased from 518 to 635.

Figure 15

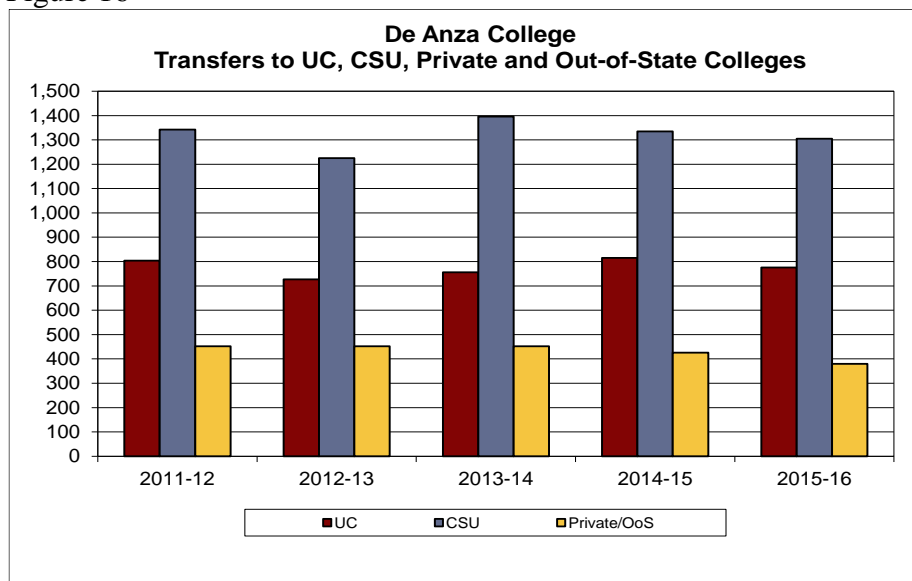


Source: DA IR&P

16. Transfers to Four-Year Institutions

The institutional metric is to achieve 2,800 student transfers to CSU, UC, in-state private and out-of-state institutions by 2020. The current rate is 2,461 and the five year average is 2,529. UC transfers decreased from 815 in 2014-15 to 776 in 2015-16, while CSU transfers decreased from 1,335 to 1,305.

Figure 16

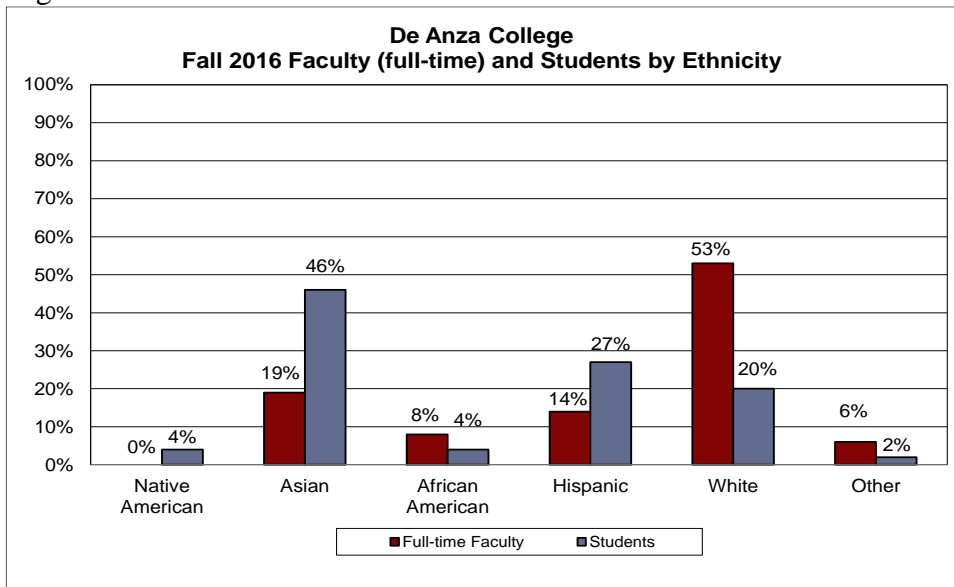


Source: CCCCCO, CSU, UC

17. Faculty-to-Student Ethnic Distribution

Faculty-to-student ethnic distribution is within four percentage points for African American groups. White instructors comprise more than half of the faculty, while White students comprise less than a quarter of the student population. The percentage of non-white faculty has been increasing over the past several years, resulting in a faculty ethnic distribution closer to that of the student population.

Figure 17

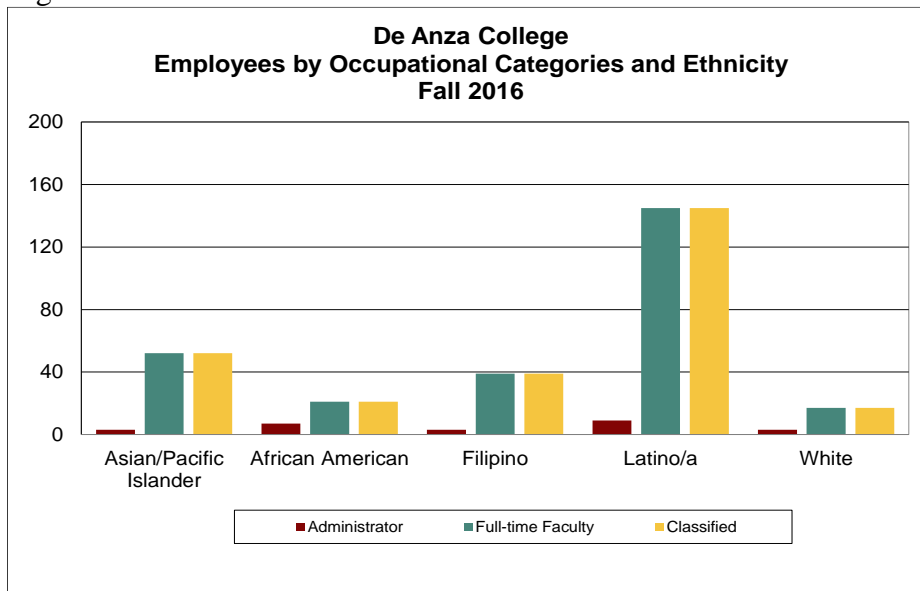


Source: FHDA IR&P

18. Employees by Job Group and Ethnicity

Classified employees comprise the largest proportion of employees who identify as Asian, Pacific Islander or Latino/a. Full-time faculty are the largest proportion of employees who identify as White.

Figure 18

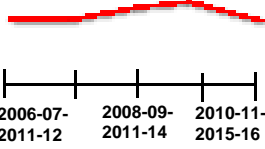


Source: FHDA IR&P


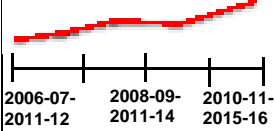
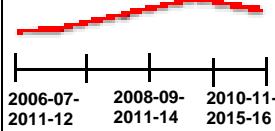
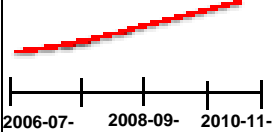
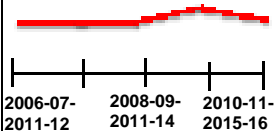
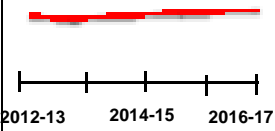
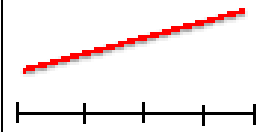
Institutional Metrics

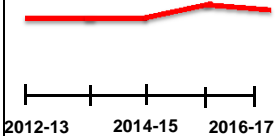
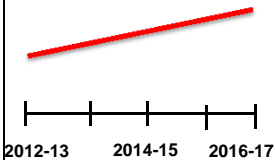
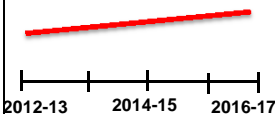
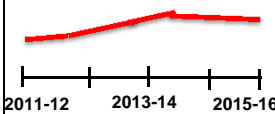
The college developed twenty two institutional metrics outlined in the Educational Master Plan 2015-2020. Targets for each institutional metric are set for achievement by spring 2020, with progress reported annually. Goals based upon De Anza College's institutional Strategic Initiatives – Outreach, Individualized Attention to Student Retention and Success, Equity and Civic Engagement – continue to be tracked through several metrics. The list includes metrics in the areas of: Basic Skills, Career Technical Education, Equity, Funding, Outreach, Planning, Success and Retention, and Transfer.

Institutional Metrics - 2016-17

EMP Area	Measure	5 Year Average	Current Rate	5-Year Trend	Master Plan Goal	Aspirational Goal	Standard
Basic Skills	The basic skills English course sequence completion rate will achieve 77% (Scorecard metric and IEPI indicator).	72%	72%	 <p>2006-07-2011-12 2008-09-2011-14 2010-11-2015-16</p>	77%	79%	69%
Basic Skills	The basic skills Math sequence completion rate will achieve 57% (Scorecard metric and IEPI indicator).	53%	50%	 <p>2006-07-2011-12 2008-09-2011-14 2010-11-2015-16</p>	57%	59%	51%
Basic Skills	The basic skills ESL sequence completion rate will achieve 50% (Scorecard metric and IEPI indicator).	45%	46%	 <p>2006-07-2011-12 2008-09-2011-14 2010-11-2015-16</p>	50%	52%	41%
Civic Engagement	Six percent of students with a goal of transfer or degree will have enrolled in at least one course having a community/civic engagement component each fall.	4%	4%	 <p>2012 2014 2016</p>	6%	8%	3%
Career Technical Education	Sixty seven percent of students who were enrolled in a career technical education program will be employed full-time one year after leaving De Anza. (Perkins Core IV Indicators for Job Placement)	67%	75%	 <p>2013-14 2017-18</p>	67%	68%	66%

Career Technical Education	De Anza will have a 58% completion rate for the Career Technical Education Completion Rate (Scorecard metric and IEPI indicator).	57%	57%	<p>2006-07-2011-12 2008-09-2011-14 2010-11-2015-16</p>	58%	60%	45%
Equity	Targeted groups will persist at a rate within 5% of all other groups (Scorecard metric).	69% - Average of Targeted vs 72% Non Targeted	71% - Targeted vs 71% Non Targeted	<p>2006-07-2011-12 2008-09-2011-14 2010-11-2015-16</p>	75% - African America, Latino and Filipino	77% - African America, Latino and Filipino	67% - African America, Latino and Filipino
Equity	There will be no more than a 5 percentage point difference between the annual Course Completion Rate for targeted groups and all other groups (IEPI indicator).	56% - Average of Targeted vs 64% Non Targeted	62% - Targeted vs 77% Non Targeted	<p>2012-13 2014-15 2016-17</p>	72% - African American, Latino/a and Filipino	74% - African American, Latino/a and Filipino	67% - African American, Latino/a and Filipino
Funding	Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures will remain stable at 97% (IEPI Indicator).	97%	97%	<p>2012-13 2014-15 2016-17</p>	97%	97%	97%
Funding	The annual FTES enrollment will increase to 18,500 (IEPI indicator).	19,217	18,187	<p>2012-13 2014-15 2016-17</p>	19,000	19,200	18,000
Outreach	Fall enrollment of students residing in geographical locations with historically low participation rates will increase to 47%.	44%	45%	<p>2012 2014 2016</p>	47%	49%	42%
Planning	The college will attain Fully-Accredited-No Action in fall 2017 from the accrediting commission (IEPI Indicator).	Fully-Accredited-No Action	Fully-Accredited-No Action		Fully-Accredited-No Action	Fully-Accredited-No Action	Fully-Accredited-No Action

Planning	The college will attain Fully-Accredited-No Action in fall 2017 from the accrediting commission (IEPI Indicator).	Fully-Accredited-No Action	Fully-Accredited-No Action		Fully-Accredited-No Action	Fully-Accredited-No Action	Fully-Accredited-No Action
Success and Retention	The college will attain an overall Persistence Rate of 75% (Scorecard metric).	73%	75%		75%	78%	73%
Success and Retention	The college will achieve a rate of 71% or the highest score within the peer group on the Overall Scorecard Completion Rate (Scorecard metric, IEPI indicator).	66%	64%		71%	73%	64%
Success and Retention	The college will achieve a rate of 89% or the highest score within the peer group on the Scorecard Completion Rate for Prepared students (Scorecard metric, IEPI indicator).	82%	80%		89%	91%	82%
Success and Retention	The college will achieve a rate of 62% or the highest score within the peer group on the Scorecard Completion Rate for Unprepared students (Scorecard metric, IEPI Indicator).	59%	58%		62%	64%	57%
Success and Retention	The college will achieve a rate of 77% for the Annual Course Completion Rate (IEPI indicator).	76%	77%		77%	78%	74%
Success and Retention	The college will achieve a rate of 75% for the Annual Course Completion Rate for online courses.	70%	72%		75%	77%	64%

Success and Retention	The college will achieve a rate of 60% for the Annual Course Completion Rate by Subject for the lowest achieving subject areas.	62%	66%		60%	63%	60%
Success and Retention	The number of associate degrees awarded will increase to 2,100 (IEPI indicator).	1,737	2,118		2,100	2,300	1,500
Success and Retention	The number of certificates awarded will increase to 675. (IEPI Indicator).	578	635		675	700	500
Transfer	The number of students who transfer to a four-year institution will increase to 2,800 (IEPI indicator).	2,529	2,461		2,800	2,850	2,400

Master Plan Goal = The rate that will be used in the document, this is a rate that the college can achieve year after year.

Aspirational Goal = The rate the college will work towards to achieve, but is set at a high, aspirational level.

Standard = The rate set at its lowest level that the college would not want to drop below. If it did, it would want to take steps to increase the rate.

IEPI Metric = Institutional Effectiveness Partnership Initiative Framework Indicator as required by the Chancellor's Office

Scorecard Indicator = Chancellor's Office Student Success Scorecard

Data is reported for the most current time period available based on the data source.

The Six-Year Integrated Planning, Assessment and Resource Allocation Cycle

The Six-Year Integrated Planning, Assessment and Resource Allocation Cycle

In accordance with the college-approved planning cycle, the process of resource allocation was continued within each Planning and Budget Team (PBT) and approved by the College Council. Each PBTs posts their annual and comprehensive reviews on their website: IPBT:

http://www.deanza.edu/gov/IPBT/program_review_files.html; SSPBT:

<http://www.deanza.edu/gov/SSPBT/ProgramReview.html>; and FCOPBT:

<http://www.deanza.edu/gov/ERCOPBT/ProgReviews.html>. Faculty ranking and hiring also took place within the IPBT as in prior years (<http://www.deanza.edu/gov/IPBT/facultyhiring.html>).

The outcomes and assessment cycle continued with the completion of additional Student Learning Outcomes, Program Level Outcomes and Administrative Unit Outcomes as well as the assessment of these outcomes. The 2017 Convocation was titled, “The Power of Imagination: Assessing Communication and Expression” (http://deanza.edu/slo/convocations/2017_convocation.html) focused on Communication and Expression. The 2018 Convocation will focus on Civic capacity for global, cultural, social and environmental justice where best practices revolving around equity were blended into the program

(http://www.deanza.edu/slo/minutes/2017_December_SLO_Core_Team_Minutes.pdf).

In addition, College Council converted the College Planning Committee (CPC) into the Accreditation Steering Committee for the 2015-16 and 2016-17 academic years. The Steering Committee is charged with organizing the accreditation process, monitoring progress, and completing Standard I. The Committee meets monthly and includes a representative from each of the shared governance groups which have been assigned a Standard. The committee lead the college through the completion of the Self-Study report and Quality Focus Essay in preparation for the site visit in fall 2017.

The college will continue its planning processes in 2017-18 with an Annual Program Review Update (APRU), unfortunately, the PBTs will be tasked with large budget reductions as the college is faced with continued enrollment declines. Divisions and departments will continue to work with their equity core teams to complete and update their equity plans. In addition, the Curriculum Committee will continue to review curriculum based upon the five-year curriculum review cycle.

College Planning Committee/Accreditation Steering Committee

The committee led the college through the writing and publication of the Institutional Self-Evaluation Report and the Quality Focus Essay in preparation for the site visit in fall 2017.

The Committee also explored other terms to use instead of “targeted populations”, after many conversations and research around the use of targeted populations in higher education, it was determined that we would retain the use of the term.

The committee also discussed the use of the Equity Driven Change Model and Assessment. Further exploration of how the model will be used for assessment will take place in 2017-18.

Every year the Office of Institutional Research and Planning reviews the Institutional Metrics and discusses the progress with the College Planning Committee (CPC), which is then presented annually to College Council. Starting in 2016, the committee has begun notifying College Council if it seems the college may not attain a goal, or the CPC believes the current rate of growth will not meet the goal set for 2020. At that time, College Council will determine ways in which the college can address the Institutional Metric in order to meet the master plan goal by 2020. The institutional metrics are part of the overall goals that each PBT chooses to incorporate into their process, which is largely linked to the student equity metrics, as equity is the overarching framework in which the college functions as well as the backbone of our Educational Master Plan. The metrics that were identified were also included in the Quality Focus Essay and will be addressed over the next six years to ensure we meet our targets.

Student Learning Outcomes – 2016-17

Instructional SLO Process: While the liaison model served the college through 2015-16, the model has evolved to a process in which SLO coordinators are assigned specific instructional areas.

Some of the ways the SLO process has been integrated throughout campus are listed below.

- SLO coordinators are consistently available to help faculty members with Student Learning Outcomes assessments. Special SLO office hours continue to be scheduled twice per week.
- Department chairs are encouraged to invite coordinators to department meetings.
- The Learning Outcomes Assessment Cycle (LOAC) award continued to be offered for 2017-18. The faculty of the Communication Studies department received the award and will report on their findings during the general session of the 2018 Convocation.
- The college continued to refine the Nuventive (formerly TracDat) data collection system for outcomes assessment with an aim toward
 - More easily integrating assessment data into program review documents
 - Making the data submission process easier, through measures such as increasing the use of the 'Assignments' feature in the Nuventive system (Nuventive Assignments: <http://link.deanza.edu/recs56>)
 - Working directly with the makers of Nuventive to improve reports generated by the system
 - Encouraging the use of the outcome data collection feature of Canvas (Canvas Outcomes: <http://link.deanza.edu/recs57>)
- The college has promoted ongoing cycles of assessment through a variety of channels including
 - The Office of Professional Development
 - Opening Day activities and workshops
 - The annual Convocation
- In spring 2017, the Curriculum Committee was asked to make public a list of courses due for revision for the next five years, and to require SLO assessment as part of the course revision process.

SSLO/AUO Process: The SSLO/AUO coordinator meets one-on-one with each of the SSLO areas to ensure they are continuing with their assessment processes. The coordinator also conducts workshops to review the SSLO process, including SSLO statements, the SSLO cycle, different assessment methods, reflections and enhancements as stated on TracDat (Admissions SSLO Workshop: <http://link.deanza.edu/recs58>).

The SSLO/AUO coordinator reports that the individual areas are building a sense of community around this work. A 2017 Convocation workshop titled “Imaginatively Thinking about SSLOs and AUOs” was well-attended (SLO Minutes: <http://link.deanza.edu/recs59>).

Program Review: Starting in 2016-17, the planning and budget teams amended their APRU forms to add boxes that link learning outcomes assessment to resource requests and allocations (SLO Core Team Minutes: <http://link.deanza.edu/recs60>). The SLO Core team works closely with each planning and budget team to encourage and ensure that Student Learning Outcomes and their assessments are part of the program review process. This year a member of the core team sits on each of the planning and budget teams as a voting member. The SLO Core Team also placed the APRU form into the Nuventive system to ensure that all planning and budget teams are reporting and storing program reviews in the same location.

Convocations: The theme of the 2017 Convocation was “The Power of Imagination: Assessing Communication and Expression” (2017 Convocation: <http://link.deanza.edu/recs61>). The 2018 Convocation will focus on the Institutional Core Competency of “civic capacity for global, cultural, social and environmental justice,” with a program that includes best practices for promoting student equity (2018 Convocation: <http://link.deanza.edu/recs62>).

Workshops

SLO/PLO Process

- Dec 9, 2016
- April 20, 2017 (two)
- May 18, 2017 (two)
- June 7, 2017
- June 8, 2017 (two)
- Nov. 14, 2017
- Nov. 30, 2017

Program Review

- Dec. 1, 2016
- Dec 2, 2016
- Jan. 24, 2018
- Jan. 25, 2018

For new faculty, staff and administrators

- Feb. 28, 2017
- Sept. 13, 2017
- March 13, 2018

Division/Department Meetings and Departmental Retreats (Retreats: <http://link.deanza.edu/recs63>)

- Intercultural/International Studies Division meeting, April 21, 2017
- Physical Education coaches, June 2017
- Biological, Health and Environmental Sciences Division retreat, June 15, 2017
- Art, Communication Studies, Dance and English as a Second Language, November 2017

SSLO and AUO workshops

- Oct. 26, 2016
- Nov. 16, 2016
- Nov. 30, 2016

- One-on-one sessions to assist the following
 - Student Services, January 2017
 - Finance and College Operations, January 2017
 - Student Development, January 2017
 - Counseling, January 2017
 - Counseling Division, February 2017
 - Vasconcellos Institute for Democracy in Action (VIDA), October and November, 2017
 - Health Services, November 2017
 - Admissions and Records, December 2017
 - Learning in Communities (LinC), October 2017
 - College Operations, October 2017
 - Campus Facilities Rental Coordinator, November 2017
 - Postal Services Assistant, November 2017
 - Campus Center staff, November 2017

Newsletters: Newsletters are emailed to divisions, department chairs and area leads. A printable flyer format is also made available (SLO Newsletter: <http://link.deanza.edu/recs64>).

Nuventive Improve (formerly TracDat): The college moved to an upgraded version of the Nuventive system (version 5.5) in February 2018. The most significant change was a single sign-in system that allows faculty, staff and administrators to log in from their MyPortal intranet accounts. This version provides the ability to tag courses rather than individual student learning outcome statements. Courses can be given tags such as “Active,” “Not Currently Being Taught,” “General Education” and “Special Projects.”

To underscore the cyclical nature of the assessment process, the system now reminds faculty members about course and program level outcomes that need to be assessed at least one more time before June 30, 2019 (Nuventive: <http://link.deanza.edu/recs27> – user name [public], password [view]).

In keeping with the cyclical and ever-improving concept of student learning outcome assessments, SLO coordinators have encouraged faculty members to archive any Student Learning Outcome that is no longer working for their department, and to replace it with one that is more assessable or that would serve as a better statement of the skills a student would possess after completing the course (Archiving Presentation: <http://link.deanza.edu/recs65>). This updating had led to some Student Learning Outcomes being out of sync with the course outline of record. In response to Recommendation 2 from the ACCJC, the college has taken steps to ensure that the syllabus for each winter 2018 class contains the exact Student Learning Outcomes that appear on the official course outlines of record. These steps were taken with the support of the Academic Senate and the Deans (Senate Presentation: <http://link.deanza.edu/recs66>).

In addition, the Student Learning Outcomes in Nuventive Improve now have tags indicating the status of the outcome: that it is active as it appears on the course outline of record; active as it appears on the course outline of record but with intention to update in next curriculum revision; a new outcome not yet approved by Curriculum Committee; or archived and no longer on the course outline of record.

Summer 2017 Updates:

- Each department chair was emailed a status report of their area’s assessments, along with an offer to meet with them and/or their department faculty.

- Course listings were updated in the Nuventive system to be consistent with the 2017-18 catalog. In addition, course titles, descriptions and SLO statements were updated to agree with those stated on revised outlines. The status of SLOs that are no longer on the ECMS revised course outlines was changed from “Active” to “Archived SLO Statement.” This update flags those courses for which the SLO is different from the previous SLO, indicating that the new SLO is yet to be assessed.
- Reports were added to “All Instructional Divisions” including a new ad hoc report, “Summary at Course Level for All.” The reports show the number of SLO statements that have not been assessed and the date of the last assessment, while indicating courses that have not been assessed within the last five years.
- The SLO website has been completely reorganized, allowing for easy navigation to important topics. In particular, the Institutional Core Competency (ICC) Assessment link now leads to multiple pages illustrating the work that has been done in the assessment of each.
- Mapping within such areas as First Year Experience (FYE) has been realigned.

(SLO Summer Update: <http://link.deanza.edu/recs67>)

Accreditation: The SLO Coordinators participated in the accreditation visit as members of the SLO Core Team and members of the Instructional Planning and Budget Team, Curriculum Committee, Academic Senate, and Technology Committee.

Annual Governance Reflection

Starting in spring 2016, each shared governance group is being asked to annually reflect on their processes through two targeted questions. The results of the reflections will be published in the annual Educational Master Plan Update and will inform the college's planning processes. The questions replace the Annual Governance Assessment Survey.

Question 1. Reflecting on the work of your governance group over the past year, how did this work help fulfill our mission, Institutional Core Competencies, and commitment to equity?

Instructional Planning and Budget Team (IPBT)

Faculty ranking and hiring is an essential part of shared governance and is aligned to student success rates and enrollment in each program. The Program Review Updates are linked to equity goals and student learning outcomes. The committee has discussed and decided upon resource allocations within the program review process and has created and updated documentation. The committee also created a process for allocating Strong Workforce funds for the first time within the existing resource allocation model. The committee includes voting members from a wide range of constituency groups. Instructional equipment and Strong Workforce funds were allocated based on programs responding to a question of "how the funds will help them improve their equity outcomes". The committee embraces integrity, honesty, and open communication in all of its processes, as aligned with the college mission statement. The committee welcomes members of the public to share information at meetings to help inform decisions. The college rolled out the self-service Program Review data tool that can be used by department chairs and others to drill down and explore their program review data including disaggregated categories such as ethnicity, age, gender, etc. The committee collaboratively worked on the writing of Standard II.A for the accreditation self-study report through an equity lens.

SLO Steering Committee

The annual Convocation focuses on the Institutional Core Competencies along with assessments of course and program outcomes, including reflections and enhancements. These all contribute to the college's overall equity goals. SLO, PLO, SSLO, and AUO assessments also ensure that the college continually improves the learning environment and supports services for students in keeping with our mission.

Curriculum Committee

The Curriculum Committee reviews all course outlines and reviews the courses to ensure two aspects: that the course is in compliance with state regulations; and, that the college's mission and ICCs are reflected in the course outlines. More recently we have also begun to examine three specific aspects of the course outlines from an equity perspective including assignments, methods of instruction, and methods of evaluations.

Campus Budget Team

The Campus Budget Team worked on the accreditation Self-Evaluation Report as well as ongoing reviews of budget information throughout the year in-line with the college mission and standards. Review and augmentation of the B-budget increases allowed for increases in areas that support equity and success programs across the campus. The Campus Budget Team also participates in the dissemination of information on budget priorities and updates to the campus community to inform decision-making.

Developmental and Readiness Education (DARE)

The Developmental and Readiness Education (DARE) committee aims to enhance success in targeted populations such as with the development of the Jumpstart pilot in English. There are plans to develop a similar pilot with Math and Reading. DARE also provided a forum for many areas on campus to discuss larger issues that impact the campus community. The forum looked at the objectives of Equity, SSSP, and BSI to see where BSI fits into the integrated model and to determine any overlaps. DARE also provided an opportunity for discussion about placement reforms and words that label students as developmental.

Classified Senate

The 2016-2017 De Anza Classified Senate used their Leadership Retreat to engage in the mission of De Anza. During the year, the De Anza Classified Senate created language to establish a fund for direct student support; to be used for programs such as book vouchers, funding for the library reserves desk, food vouchers, or a program that the Senate chooses. In March, the Senate wrote and unanimously supported our Letter in Support of Marginalized Students. We invited all De Anza Classified Professionals to sign the open letter; this letter is published on our website - <http://www.deanza.edu/gov/classifiedsenate/letter/index.html> The Classified Senate has chosen to support our campus through the distribution of the U.S. Constitution. This project helps with student civic engagement, and it covers the Department of Education's requirements for our school to celebrate Constitution Day. The Senate members have been handing them out at different events and at their desks. We plan to have more structured booths next year. The Classified Senate participated in a Foster Youth Book Drive with the Foothill and Central Services Classified Senate. We plan to continue this participation.

College Planning Committee (CPC)

The CPC transformed into the Accreditation Steering Committee last year and this year to lead the college through the accreditation report writing and review. Continued to look at the Equity-Driven Change model and rubric and how we can use it moving forward. Reviewed the Institutional Metrics and shared with College Council, who then asked Academic Senate to lead the charge on moving the metrics forward. We had a discussion around the continued use of "Targeted Populations" and if that was still an appropriate term for our students and groups.

Finance and College Operations Planning and Budget Team (FCOPBT)

The Facilities Planning Committee was responsible for guiding the college through the Facilities Master Plan Process. The committee ensured that equity was a common thread through the plan and that the plan could be tied back to the Educational Master Plan.

College Council

College Council provides a common space where all constituencies have a voice and also can hear and report back to their constituencies on all institutional matters (e.g. budget, Scorecard, and accreditation). College Council constantly reinforces our core institutional commitments. The Council provides opportunities for updates of student success data and reflections on the data. The members receive updates on tools available on MyPortal to look at student success and program review information. These updates are extremely useful and directly related to our equity work. This dedicated time to review critical information on how we advance our mission is essential.

Academic Senate

The Academic Senate Executive Committee disseminates information to the campus community and keeps faculty apprised of activities. The Senate has received presentations from various campus programs and has learned how faculty and Senators are engaged in those activities. The Senate has been intentional in bringing groups in and having conversations which demonstrate how deeply we approach equity work collegewide. The Senate follows up on discussions and acts upon them, such as a recent conversation regarding campus police conduct. The Senate has been actively involved in the campus Starfish early alert project as well. The Senate played a leadership role in the conversion to Canvas, the new online education platform. The Senate is intentional and committed to demonstrating how, as a body, we fulfill our college mission, make strides towards equity and the work under our purview.

Technology Committee

Each of these foundational elements is key to the work of the Technology Committee. Over the past year, this was manifest in the clear focus on equity in the development and first-year implementation of the Technology Plan. Two of the ICCs, Communication and Expression (with respect to mediated forms), and Information Literacy (in terms of providing appropriate tools), figure prominently in the plan goals and implementation. The mission and its fulfillment were demonstrated in the work of the committee on Standard III.C of the Institutional Self-Evaluation Report (ISER) for accreditation, in which the mission is the guiding document.

Question 2. Reflecting on your governance group's processes and practices over the past year, please identify what has been working and what changes you plan to implement over the next academic year to ensure continuous improvement?

Instructional Planning and Budget Team (IPBT)

Communication with other PBTs and shared governance groups is an area the committee hopes to enhance and is looking for ways to strengthen channels for communication. The committee implemented the updated APRU form which was revised last academic year. The committee is determined to move the timelines for Perkins, Strong Workforce, and Instructional Equipment resource allocations to the fall quarter. This is so the spring quarter can be used for the committee to review the program review forms and discuss if programs are meeting their stated goals and the goals of the college. The fall term will be reserved to review the APRU forms for resource allocation as the goal of this review. The committee has been trying to move in this direction and thinks it will be able to implement this change this year and next. The committee would like to explore the possibility of having three-year membership terms rather than two.

SLO Steering Committee

The committee considers increasing the number of SLO Coordinators from three to four. While the liaison model was working well up through 2015-16, finding new liaison volunteers is difficult with the advent of other focuses (Equity Plan, SSSP, Star Fish Early Alert, etc.). Thus, the model will be changed to areas being assigned to specific SLO Coordinators. Coordinators will contact department chairs or leads to be placed on the department meeting agenda. Communication has increased with instructional division deans and division assistants. The SLO newsletters and other SLO communications are sent to division assistants and/or deans who then disseminate them to the faculty. Using TracDat as the collection of responses for the program review has been expanded from the IPBT to include appropriate questions, boxes, and instructions for each: the program review of areas within purview of Student Services Planning and Budget Team, and the program review of areas within the purview of Finance and College Operations Planning and Budget and Budget Team.

Curriculum Committee

The committee is undertaking a study of the paperwork required for submitting curriculum. A report will become available during the next academic year. The committee is also undertaking a study of the timeline of the curriculum process in order to determine the need for a one year lead time. The curriculum review process has been well streamlined and is working efficiently. In addition, the tiered deadline system implemented this academic year has eased the traffic jam ahead of the deadline.

Campus Budget Team

The Campus Budget Team made changes to the B-budget allocations based on identifying areas that needed additional support to advance success and equity work. The committee will continue to monitor B-budgets next year to ensure they were allocated appropriately. A 5-year plan was developed to spend down the carry forward balance and educated the campus community on the

importance of a 5-year plan. Process included: developing a standardization plan based on a review of prior years, then using that information to project forward to the next 5 years. Next year the committee will discuss ways to integrate a greater focus on equity within the committees work and focus and integrate the varying categorical funds such as SSSP, BSI, and Equity funds.

Developmental and Readiness Education (DARE)

As we move into an integrated model with Equity and SSSP funding sources and plan and reporting, we have changed the meeting structure to an hour meeting once in two weeks. We have brought people in to share their work and in turn share with the rest of the campus community. Mini grants seemed to have worked before. DARE did not have as much funding this year. There was a need for a sustainability piece to the mini-grant process and hence the choice was to move away from the mini-grant process. For the next year, given the integration model, there is a need to discuss various options and to look for external grant funding. There is a changing role for DARE.

Classified Senate

The 2016-2017 Classified Senate had an improvement in communication to their membership during the year. It also held the required General Membership meetings. However, participation in Senate activities is low, that is why a better time and a consistent place to meet for our next year's bi-monthly meetings is needed. The goal is to improve attendance by both Senators and guests. The Senate wants to be more visible to the members and to help members understand our role on campus.

College Planning Committee (CPC)

The committee will continue to work on the Equity-Driven Change model and serve as the main overseer of the action plans and projects from the ISER. It will also continue to review the Institutional Metrics, review the mission statement, and continue to discuss revisions to the Low Income Indicator.

Finance and College Operations Planning and Budget Team (FCOPBT)

The committee is adding a new process for faculty and staff to request FF&E. Each request will be reviewed and approved by the committee. Previously the committee did not review the requests and this added procedure will ensure more transparency in the process.

College Council

When budgets are stable and the shared governance processes are working well, College Council does not have to intervene or, candidly, even convene often. Next year, when the budget/enrollment issues may require college-wide discussion, the Council will provide leadership and debate. That means more conversations, more meetings, probably more disagreement, which is fine. Presentations from individuals leading various campus-wide projects is an excellent means to stay informed, inform others and reflect on what needs to be improved. Information comes to us vetted for final review and approval. This process works. A change could be associated with information and initiatives to research prior to its finalization.

Under the direction of College Council, the Academic Senate has been working on the institutional metrics to meet the 2020 Educational Master Plan goals. The Senate has shown great leadership to ensure we meet our institutional goals and engage in continuous improvement. It is worth noting that the campus social media strategy and the Canvas conversion are examples of processes and practices that work.

Academic Senate

The Academic Senate improved on some of its processes such as revamping the public comment and conduct protocols and having applied the strategy of creating a call-in culture. A culture of call-in is an equity strategy to hold dialogue and deliberation in a respectful manner, considering our own biases and emotions. It's also the continual reflection, analysis, and improvement that we build in. Changes to discuss and implement include improving our behavior with guest speakers (reducing interruptions while speakers are speaking). There is a desire to further examine how to extend equity work to not only students and faculty, but also with classified professionals. The relationship between the Curriculum Committee and the Executive Committee of Academic Senate must be evaluated to clarify direction and to improve the working relationship. The Senate is committed to improving communications and understandings with the Instructional Planning and Budgeting Team (IPBT).

Technology Committee

The early collaboration among the district vice chancellor of Technology and chairs of both college's Technology Committees resulted in the development of aligned frameworks for the college and district technology plans. This also resulted in an appropriately delimited timeline of three years and a feasible implementation plan structure. Working groups and the larger committee were successful in developing both the Technology Plan and ISER Standard III.C, both acknowledged. In addition, overall communication and integration with district ETS has improved over time, and maintaining that partnership is important. The college could also benefit from committee members sharing technology information collegewide, with the promotion of the technology map as a key example.